

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Brenda Braun
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Versailles Elementary School
(As it should appear in the official records)

School Mailing Address 280 Marker Road
(If address is P.O. Box, also include street address.)

City Versailles State OH Zip Code+4 (9 digits total) 45380-9494

County Darke

Telephone (937) 526-4681 Fax (937) 526-3480

Web site/URL
https://www.versailles.k12.oh.us/versailleselementaryschool_home.aspx E-mail brenda.braun@vtigers.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Aaron Moran E-mail aaron.moran@vtigers.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Versailles Exempted Village Tel. (937) 526-4773

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Matt Magoto
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	51	50	101
1	42	38	80
2	52	51	103
3	43	49	92
4	41	45	86
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	229	233	462

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 0 % Asian
 - 0.4 % Black or African American
 - 1.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96.2 % White
 - 1.7 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 2%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2020	450
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):

English Language Learners (ELL) in the school: 0 %
1 Total number ELL

7. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 39

8. Students receiving special education services with an IEP or 504: 6 %
30 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 18
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	98%	98%	98%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

The mission for the students, staff, family and community of the Versailles Exempted Village School District is to prepare, educate and challenge each student to demonstrate integrity, responsibility and respect in society.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://go.boarddocs.com/oh/versailles/Board.nsf/Public?open&id=policies#>

BookPolicy Manual SectionSection A: Foundations And Basic Commitments TitleNondiscrimination CodeAC StatusActive AdoptedMarch 19, 2002 Last RevisedAugust 17, 2021 Prior Revised Dates01/17/2012, 03/21/2017, 03/19/2019

Nondiscrimination

The Board is committed to an environment in which all individuals, including students, staff, job applicants, the general public and individuals with whom it does business, are treated with dignity and respect. The Board prohibits discrimination based on race, color, national origin, ancestry, citizenship status, religion, sex, economic status, age, disability, military status or legally acquired genetic information.

District Compliance Officer(s)

The Board designates the following individual(s) to serve as the District’s compliance officer:

Title: Treasurer

Address: 459 S. Center St., Versailles, OH 45380

Phone number: 937-526-4773

Email: jackie.kremer@vtigers.org

The name, title, and contact information of this individual is annually published in District handbooks and on the District website.

The compliance officer is responsible for coordinating the District's efforts to comply with applicable Federal and State laws and regulations, including, but not limited to, Title II of the Americans with Disabilities Act, Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendment Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Age Discrimination in Employment Act of 1975.

The compliance officer is responsible for addressing any inquiries or complaints regarding discrimination or retaliation in a prompt and equitable manner.

Reports and Complaints of Unlawful Discrimination/Harassment

Individuals who feel they have been subjected to unlawful discrimination or retaliation may file a complaint, either orally or in writing, with the compliance officer or an administrator, supervisor or other district-level administrator. Employees are required to promptly report to the compliance officer or an administrator, supervisor or other district-level administrator when they become aware of incidents of unlawful discrimination or retaliation. All other persons associated with the District are encouraged to promptly report when they become aware of such incidents. Any administrator, supervisor or district-level administrator who receives such a complaint must forward it to the compliance officer.

The Board has developed complaint procedures, which are made available to every member of the school community. The complaint procedures are not intended to interfere with the rights of any individual to pursue action through State and/or Federal law, contact law enforcement, or file a complaint with the United States Department of Education, Office of Civil Rights, the Ohio Civil Rights Commission or the Equal Employment Opportunity Commission.

The Board has adopted separate policies and procedures for sexual harassment, including the identification of the Title IX Coordinator. All sexual harassment reports must be managed in accordance with the sexual harassment policy and procedure.

Interim Measures and Responsive Action

Upon receiving a complaint, the compliance officer will consider whether any interim measures should be taken to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the District's educational environment, or deter discrimination.

The District shall enforce its prohibitions against unlawful discrimination by taking responsive action reasonably calculated to stop and prevent further misconduct. Employees or students who engage in unlawful discrimination or retaliation may be subject to disciplinary action. The Board has identified disciplinary penalties, which may be imposed on the offender(s).

Confidentiality

Matters, including the identity of both the reporting party and the responding party, are kept confidential to the extent possible.

Retaliation

No one shall retaliate against an employee or student because he/she files a grievance; assists or participates in an investigation, proceeding or hearing regarding the charge of discrimination of an individual; or because he/she has opposed language or conduct that violates this policy. Any administrator, supervisor or

district-level administrator who is aware of such retaliation shall forward it to the compliance officer. Reported acts of retaliation will be promptly investigated and addressed.

CROSS REFS.: Staff Handbooks

Student Handbooks

THIS IS A REQUIRED POLICY

Legal

Civil Rights Act, Title VI; 42 USC 2000d et seq.

Civil Rights Act, Title VII; 42 USC 2000e et seq.

Education Amendments of 1972, Title IX; 20 USC 1681 et seq.

Executive Order 11246, 1965, amended by Executive Order 11375

Equal Pay Act; 29 USC 206

Genetic Information Nondiscrimination Act of 2008; 42 USC 2000ff et seq.

Rehabilitation Act; 29 USC 794

Individuals with Disabilities Education Act; 20 USC 1400 et seq.

Age Discrimination in Employment Act; 29 USC 623

Immigration Reform and Control Act; 8 USC 1324a et seq.

Americans with Disabilities Act; 42 USC 12101 et seq.

Ohio Constitution Art. I, Section 2

ORC Chapter 3323

ORC Chapter 4112

OAC 3301-35-02

CONTRACT REF.: Teachers' Negotiated Agreement

CONTRACT REF.: Classified Staff Negotiated Agreement

Cross References

ACA - Nondiscrimination on the Basis of Sex

ACAA - Sexual Harassment

ACB - Nondiscrimination on the Basis of Disability

EDE - Computer/Online Services (Acceptable Use and Internet Safety)

GBA - Equal Opportunity Employment
NBRS 2022

GBO - Verification of Employment Eligibility

IGAB - Human Relations Education

IGBA - Programs for Students With Disabilities

JB - Equal Educational Opportunities

JFC - Student Conduct (Zero Tolerance)

JFCEA - Gangs

JFCF - Hazing and Bullying (Harassment, Intimidation and Dating Violence)

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SCHOOL OVERVIEW

Versailles Elementary school serves students across five rural towns including the Village of Versailles as well as Webster, North Star, Yorkshire, and Willowdell in West Central Ohio. The Versailles Elementary school is a graded K-4 school with 462 students. The communities and school district have a strong commitment to education. There are over 140 businesses associated with Versailles and two major companies, Midmark Corporation and Weaver Eggs, that employ citizens and support philanthropic activities. A major festival in Versailles is the Poultry Days, first established in 1952, and since that time has served over 1.1 million chicken dinners, with the funds raised benefiting the local community.

Versailles' town motto is "People, Pride, Progress" which is exemplified in the schools. Visitors to the schools notice the pride the students, staff, and community with the elementary school conveying this motto. Throughout the corridors of the elementary building, student artwork, projects, pictures, and words of encouragement are proudly displayed. Children are encouraged to view their work and those of others with respect and pride. Parents are strong proponents and partners in education. Teacher-Student Conference attendance highlights the commitment of parents with attendance 95% or higher. Involvement by families is also a daily and weekly activity with volunteers supporting learning in classrooms and around the school. The commitment to home-school collaboration is demonstrated through family centered evenings at the district: family movie nights, family skating night, family BINGO night, father /daughter dance, Mother/Son bowling/frisbee golf, park days, fourth grade graduation, Literacy Night, and Math/ Science Night. Additionally, the Parent Teacher Organization (PTO) has sponsored family entertainment events along with speakers to assist parents with success at school. The PTO has raised over \$170,000 in the past twelve years that have benefited our students. The funds raised have been used to increase outdoor, physical activities for students including an enhanced playground with swings, fencing, soft surfaces, and a gaga ball pit. Their commitment to improve and enhance the educational experience of our students is one component of our many successes.

Versailles Exempted Village School District, over the course of the last eight years, has focused on one mission that guides all decision-making: "doing what is best for every student." This motto has become evident in both the actions and words of our staff, students, and community. By making our decisions intentionally focused on every student, our words, actions, and interactions have become a living testament to our beliefs in helping all students succeed. The simplicity of the motto has been a driving force that has guided our decisions in developing innovative approaches to meeting the needs of students, fostering collaboration between staff, students, families, and the community. The focus on doing what is best for each and every student has holistically been on utilizing resources to best serve our students. Our entire larger community has pride in the school district and Versailles Elementary is a part of that legacy.

This school district has long valued social emotional learning to help our students understand their role in social development and society. The elementary school has created a program to this end using the book, "Have You Filled a Bucket Today" by Carol McCloud, which has been in place for ten years. This social emotional learning experience begins with stating a Bucket Filler pledge each day, along with weekly challenges for students. Students are encouraged to be bucket fillers for themselves but also to serve those around them that help people feel enriched. Weekly challenges are shared with students and staff that break down daily interactions that best support all members of the community. Monthly assemblies are held to reinforce and teach the character traits and values that foster opportunities for our students' success. Additionally, as part of our Positive Behavioral Interventions and Supports (PBIS) we believe supporting our students and staff, through their daily interactions to be the type of people who are bucket fillers, who will empower, encourage, and develop a strong sense of community within the walls of the school building that extend throughout the larger community.

When considering the needs of individual students, the staff is committed to implementing interventions that address the root cause and needs of each child. This is more often viewed as a proactive collaborative approach that has driven the building staff and leadership to stay abreast of best practices in educational research. When times have called for more reactive approaches, like through the COVID-19 Pandemic, our attention to student needs has placed us in positions to be reactive with simple adjustments. For example, for

the past ten years the district has been looking ahead to how to best support students living in a digital age. The use of one-to-one technology has grown in the district and included elementary students for the past five years. Digitally based instruction has been incorporated over time into settings both in the classroom and online.

In the fall of 2019, teachers were blending online instruction into classrooms to help support students in their individual learning goals and lessons that were differentiated to appropriate individual student needs. As the country began to face the reality of school closures due to the COVID-19 pandemic, Versailles Elementary was able to make small adjustments that built upon the proactive digital teaching approaches of our staff. The digital learning skills students had already learned throughout the Fall, the programs, and online learning platforms, were critical to our continual education of students. Capitalizing on the programs already in place allowed students to stay connected both at the district and building level, but even more importantly at the classroom level, which allowed our students to thrive and continue their learning.

During the building closures of March 2020-May 2020, the school district prioritized normalcy and connection with our students. Examples of this included daily announcements that were posted on Facebook Live, Tiger Pride was announced every Friday, lunches were delivered to students, classwork and resources were delivered to students' homes by school staff, and our teachers, administration, and instructional aids Zoomed regularly with students. The consistent use of Zoom for face-to-face interactions was a chance to connect with students on academics, but also to check on their wellbeing. We were proud of our students and staff prior to the pandemic, yet the pandemic showcased the quality and depth of our teaching staff and other educators. Their resiliency and focus on social needs and student learning were a daily reminder of their professional merit and personal strength.

While other schools fought to shift to survival, we were able to adjust to continue to improve, and the pandemic was a time for us to thrive. As a building we achieved the highest testing rating for a PI (Performance Index Score), which placed us seventh in the state. We were able to increase services and partnerships, including gifted services, changing title services, hospital contract partnership, and the development and focus on reading. Since the return to school, our consistent long term, proactive planning has helped to develop approaches that continue to support all students. These include makerspace, co-teaching, instructional coaches, review of programs with intentionality and purpose, development of grade level resources, creation of a testing coordinator, and prioritizing the role of school counselor to support students and families, and providing additional mental health support with a full-time school therapist.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

For Versailles Elementary, the focus on instruction, lesson development, and student learning is seen as the first step in meeting individual student needs. Our district puts students' needs first; and, then standards and curriculum are developed to meet those needs. This focus on student achievement has meant that the students continue to perform above the state average in all content areas. Our teachers are dedicated, professional, educators who have developed most of their own materials and do not over rely on textbooks or purchased curriculums for instruction. Teachers and staff collaborate within grade levels and across grades to develop and adjust the scope and sequencing as needed to best support student learning. We believe our entire staff plays a role in facilitating student learning. Support staff is seen as crucial to the team approach of supporting our students. We are proud of our staff and their commitment to student learning and their knowledge base that delivers superior instruction.

Our staff focuses on the needs of all students by using data to support our planning. Traditional classroom instruction times, as well as additional blocks of time, are used to support individual student learning. In 2008, the Versailles Elementary School's Intervention Assistance Team (IAT) noticed that teachers were struggling to find the time and resources to provide interventions in reading. Leadership facilitated the use of an additional reading time FLEX that allowed for students to engage in an extra scoop of reading time. Along with common planning time, we found a shift in our reading instruction and student learning.

Collaboration both in planning and in lesson delivery has also become a key feature at Versailles Elementary School. Teachers work collaboratively to develop curriculum during their planning times. They also have access and use resources that include options of co-teaching, instructional coaching for differentiation and gifted students, as well as coaching for reading instruction. Professional development time includes a range of activities that are reflective of the goals and focus of our staff. Using data from their teaching observations, classroom walkthroughs, and building goals, our teachers develop their own individual learning goals to positively impact student learning. As we believe in meeting the needs of our students, we also recognize we must meet the professional growth needs of our teachers; and, therefore we model differentiation and individualization in professional development. Teachers also have an active role in their selection and inclusion of professional development activities that they believe meet their individual needs as educators.

Through collaboration, staff has been able to identify trends that demonstrate strength in student learning. Using data to support students manifests in staff having reflected and adjusted their instruction in different content areas to increase learning. For example, the use of spiraling in mathematic lesson development has shown a positive impact on student data, including a 95% passage rate on state testing and teachers' value-added scores in the double digits. Additionally, our teams have worked to develop reading instruction that mirrors the spiraling approach used in math. In 2020-2021 year, our reading in 4th grade scored on the state assessment was 93% proficient as compared to 78% percent and lower in 2018-2019 and prior years.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Teachers have clear expectations of what is needed and expected for their grade level reading instruction, as well as what is the continuum of learning the following year. Teachers have access to proper instruction in the teaching of reading to enhance their instruction, a knowledge of best practices, and data use to properly place students for optimal student learning in English Language Arts. Another key to our student success is that the reading team includes the inclusion of support staff and coaches to best support our students in all areas of reading.

Reading instruction for Versailles Elementary begins with a focus on data and student needs. Our district

uses multiple measures to create a portrait of the learning and growth of individual students. The data then helps to guide instruction and determine the needs and resources to support our students. One goal is that students are able to take ownership of their learning through individual goal setting and reflection related to reading. This is then reinforced through the mid-year trend data from Measure of Academic Performance (MAP), which is a vital piece to help anticipate needs and adjustments for students. In this way, a strength based-approach is utilized that looks critically at what can be approved upon for teaching reading.

We looked closely at our success in other areas, specifically math, to understand what could be learned from that to address the deficits in reading. In math, an area that has constantly scored 95 % proficient on state assessments, there is a curriculum design that focuses on spiraling the curriculum across grade levels. Consequently over the past five years, we have focused on front loading foundational concepts and standards in reading that require more time. By focusing our attention on the bigger, harder standards that take more time to learn, we have evolved to a sequence of instruction that addresses standards with more depth and rigor.

Over the course of the past three years, we have also been investigating and shifting our additional reading interventions to meet the needs of our students. At Versailles Elementary School we have been proactive and intentional in our learning of different phonetic awareness and phonics instruction reading programs in order to be comprehensive in approach. Through using data from multiple vendor approved assessments that have validity and reliability, we have spent considerable time to review, try, implement, and evaluate different programs to best support and supplement individual students. We are focused on teacher development and understanding the key components to strong literacy instruction and applying the research from the science of reading.

1c. Mathematics curriculum content, instruction, and assessment:

In mathematics, instruction is supported by data and driven by the expertise of our educators. Our staff understands and exemplifies professionalism in their development of curriculum, approach to instructional design, use of technology supports, and the structure of the math classroom. Our school uses every piece of data that can best support the development and understanding of the needs of individual students. We use that data to develop mathematics curriculum and use technology to support our students. Our district does not invest in any one particular math program. Instead our work is driven by the knowledge of our staff, their collaboration, their ability to develop and support math instruction, and the close alignment of math materials to the standards.

A key component to the math instruction is the concept of spiraled instruction. Content spirals have become a trend in Versailles Elementary School and are being applied in other content areas based on the success within mathematics. Teachers develop their own materials that have quick reviews of prior learned skills. The spiral includes a three-part assignment, a quick reinforcement of skills, a reteach with hints on the skills that may have been forgotten, and a building towards mastery, which then supports many of the skills and content foundational for new materials to be learned. Daily formative assessment checks are also used to individualize instruction and check for learning on each daily lesson with opportunity for student remediation when needed.

Similarly, technology supports the daily interactions with mathematics in the classroom. Visual and verbal representation is key for student learning and technology. Both one-to-one in the classroom and smart boards for whole class and small group instruction, are key to helping students see and explore mathematical concepts. In this way, technology is used as a vehicle to assist instruction.

The classroom structure is the discretion of our teachers for all content areas, including mathematics. In one particular classroom, a grade that has consistently scored above 95% proficiency on the Ohio State Math Test, the teacher uses a model that promotes differentiation and is based on the foundation of meeting with each individual student every day. The design of the lesson includes the start of whole group quick instruction that moves into leveled practice with the teacher in groups, and then individual interaction between each student and the teacher every day, which has been impactful. However, other classrooms utilize a co-teaching design with resources that support our students across the learning continuum through

the inclusion of aids and special education intervention teachers. Mathematics teachers also have access to a gifted instructional coach to plan instruction and make adjustments to differentiate to meet the needs of students. In all of our classroom settings, high level questions that get to the heart of the “why” in math instruction and support scaffolding the skills before teaching the formula are a focus.

Collaboration with those grade levels above and below grades in the elementary school and into the Junior High is key to our math development and long-term planning for instruction, in essence further spiraling the scope and sequencing. During multiple grade level collaboration meetings, teachers work with those who will receive the students the following school year. Additionally, portions of the school year then focus on reteaching and deeper instruction on mathematics skills for the following years. Teachers are able to share what they notice in trends in student learning in an environment that is supportive of student growth and low stakes for blaming teachers. It is truly a collaborative approach that everyone plays a role in reflecting upon success and student growth, as well as areas for improvement.

1d. Science curriculum content, instruction, and assessment:

Within Versailles Elementary School, instruction for science is a hands-on approach that focuses on weekly experiments to gain knowledge and understanding through exploration rather than lecture. This is in-line with the Next Generation Science Standards. Student-led experiential learning is key for students to see and explore the physical world. For example, seeing a quarter pop off the mouth of a cold bottle when warm hands are applied demonstrates convection in action. We believe science is an application of concepts that must be applied to the real world. Additionally, science is embedded in literature for many of our students. In first grade, students are engaged in literacy through the LIGHT Project (literacy, inquiry, getting outside, having fun, and time spent with family). The LIGHT project encourages students to make a goal to read 50 science/nature centered books and complete 50 hands-on science activities that support the books.

Similarly, Versailles Elementary School also conducts field trips in each grade level as a means to explore science. Our PTO graciously supports our field trips, by providing the cost for transportation, and, as needed, entry cost for students who are identified as low income, to local places that support science learning. One of the students’ favorite educational trips is a visit to the local gravel pit, C.F. Poeppelman. The students have expressed that it feels like they are part of a magical field trip when the bus drives down into the gravel pit and they are able to see fossils first-hand at the Pepcon Facility.

Another example of collaboration is found in the second-grade class working with high school leadership students in science. The High School Leadership class has partnered with the second grade to develop electronic presentations on animals. The leadership class has also worked to help support and tutor students in areas that need more attention. Another collaboration with the high school students also includes the development of musical instruments to explore sound and vibration in an interdisciplinary way that includes music and science.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social studies is a content area that we have found is best embedded within our other content and curriculum areas and explored locally. Through social studies and the connections to community, our students gain experiences occurring in our local world and go beyond the traditional standards. Our school encourages field trips and hands-on exploration to support learning of social studies concepts and standards through experiential learning.

For example, at Versailles Elementary School students focus on places and things in our community. We are supported by a strong community that encourages classes to visit and learn about different jobs in town and their connections to academics. Students [TS1] take yearly visits to the Versailles Museum. First graders take monthly tours of what exists within our community. including the post office, police department, animal clinic, bakery, and grocery store. We also connect regularly with our neighboring nursing home to provide opportunities for student volunteering and service throughout the year. Additionally, our school has an antiques road show where community members share different items that represent the past. Throughout the year, students bring in additional items to continue the theme of items from the past and learn from one

another. This spiral approach to learning is what has worked well in our mathematics and is being applied in this instance to social studies.

Our students also participate in a hands-on market day activity that crosses the curriculum by starting in math and highlighting social studies standards. The market day project is designed as a problem-based project. Through this social studies real world experience, students are able to create a business product or service, budget their income and expenses, learn to work with competition, promote their business through various strategies such as advertising, and learn how to make changes to their business strategy that will positively impact their business. Finally, reading selections are often novels purposely picked for their focus on civil rights, exploration of the underground railroad, and other topics specific to the social studies curriculum.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Our district continues to work on breaking down silos of individuals and classrooms and fostering a community approach to learning. We have focused on collaboration to support our students learning in traditional and nontraditional ways and using the resources around our school and community. All of our content areas and specials support the learning of our students in the content areas but also in development of social and emotional learning as well as developing community.

Our elementary students often work with students in the High School with a range of projects. Our students are also able to be part of plays and musicals in the high school. We find our students look up to the high school students, and that seeing them around the building and in the classroom is a way to foster community and role models. This also includes Future Teachers of America (FTA) volunteers in elementary classrooms. High school students have been part of creating instruments for science in the elementary school, Future Farmers of America (FFA), high school chemistry, and technology collaborations with the high school Leadership Class.

Our students have access to five different special classes each week that coordinate and collaborate with classroom instruction. For example, in music the students are learning to hear the sounds first before learning to read music. This is reflective of best practices in reading instruction. We also make the connections between fractions in reading music and math concepts. Our tech lab and makerspace work in tandem to create projects of design and production that incorporate core standards tied to classroom instruction. The variety of mediums used, and projects created in our art program change every year as we challenge and evolve the program. The special teachers have also collaborated on projects that intertwine their respective curriculums as well.

Community connections extend beyond the school day. The location of Versailles Elementary School has also been instrumental in helping to establish a connection between the school and the local library. As the library is on an adjacent piece of land, students in grades K-4 walk as a class to visit the local library on a regular basis. We feel this supports our students to be active library patrons and learn the value of literacy and resources in our community. After school extensions are also offered at the local library, and the school coordinates student dismissal with students walking there for a variety of activities: chess club, Lego creations, mighty mega readers, and Minecraft. We have a partnership with Big Brothers, Big Sisters pairing Bigs from the high school with Littles from the elementary for a mentoring program. We also have Tiger Tunes, a chorus group for our fourth-grade students.

As a building we strive to show our appreciation to our community who does so much to support us. Prior to

the pandemic, Versailles Elementary School had engaged in a range of projects that supported the residents in the nursing home in our community. During the pandemic, our students become even more proactive and creative on how to support, encourage, and share joy with the residents. Our students and staff also shifted their focus to appreciation for the staff of the nursing home.

3. Academic Supports

3a. Students performing below grade level:

We have evolved our early intervention process over the past five or so years to build capacity with our grade level teams to use a problem-solving approach for students performing below grade level. We have realized that a crucial piece to addressing the needs of our students is including the key staff members rather than it all being on the shoulders of one building level staff member or team. Each grade level team has members that understand the RTI (Response to Intervention) Process. Most have been trained as RTI coaches and understand how to get to the root cause. By building this capacity and the use of common plan times for collaboration, we allow our teams to be the first to address issues on a weekly basis rather than waiting for something to get scheduled at the building level. We are more responsive and able to address needs quicker, we are not waiting to take it to a building level team but are able to address needs in real time. This has been a major shift of taking the responsibility from one individual at the building level to sharing the responsibility.

Although we have Tier 2 interventions in place for those below grade level, we know that the more we strengthen the skills and strategies of our teachers in Tier 1 classrooms we will be more proactive. A strong Tier 1 approach has been key to our success and our data supports what is occurring in Versailles Elementary School. Knowing this, a co-teaching approach has been ideal to support students in the classroom. This provides constant reflection and professional learning to happen on a daily basis strengthening both teachers.

3b. Students performing above grade level:

At Versailles Elementary School multiple measures are used to determine if students are above grade level, which then identifies areas for them to continue to grow and provided enrichment opportunities. Students in our district are given whole grade assessments to determine identification for gifted services. Staff work to look at data to determine if students are above grade level, and regardless of gifted status, are provided support to continue to challenge the students. Three years ago, our district took on a different approach to supporting gifted and advanced students with the creation of the role of Gifted Instructional Coach. Our coach works with teachers across the building to provide support with instruction, assessment, and lesson development that meet the needs of our students. The Gifted Instructional Coach utilizes a collaborative approach that can include co-teaching, modeling or behind the scenes planning. The structure of our gifted service model is that teachers are the direct contact service providers for students, therefore the district is providing the resource of an instructional coach to help teachers grow their practices and increase differentiation for all students.

The professional development and support provided by the gifted instructional coach is differentiated to the needs of the teacher and how they will use their professionalism to support students. For example, a teacher may be looking to grow professionally in using a range of assessment styles to address student learning. The instructional coach will then work with the teacher to determine how to best assess skills to demonstrate mastery for all students. The assessment support may range by content of the assessment, process of the assessment, and/or product of proof of student learning.

3c. Special education:

In Versailles we maintain high expectations for all of our students including those who are identified with a disability and other health impairments. We work to engage students with appropriate supports to help our students academically and socially. We build bridges with families by including them in all major decisions and highlighting positive growth. Continuous communication and support is key to working with families of

all of our students including those with Individualized Education Programs (IEPs) and 504 plans. We provide parent classes to help parents understand educational strategies and resources to facilitate the support of their students.

We feel our strength is in providing as much support as possible to help students with early intervention. We have a relatively small population of high needs students, which has allowed us to focus even more intently on how to utilize our resources to best meet student needs. The shift of a collaborative team approach and strengthening our Tier 1 and 2 interventions along with co-teaching has improved our ability to support our students. Our intervention specialists continue to provide support during the school year but are also looking ahead at the transitions between grades and buildings. For example, by April we have already started the planning process and communication for the following school year. We want to put our students in the best possible position to be successful. Additionally, a change in district structure has included an in house school service director. We have also included our special education teachers as part of each grade level team, which means they are part of the problem-solving team approach.

3d. English Language Learners, if a special program or intervention is offered:

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

Our student population is fairly consistent. The Versailles community attracts new families and families that foster children. We take proactive steps to engage new families, guardians, and students. Our school counselor is charged with meeting new families and introducing them to their teachers. The motto of our school counselor, who serves as our contact person for families, is ‘let the need guide the intervention.’ In instances when new students arrive in our district with needs, identified or not, our school works hard from day one to develop plans to offer support.

For example, when a new student arrives we make communication with prior districts and Jobs and Family Services a priority. Although we do recognize the need for time for acclimation, we collaborate as a team to determine how to provide support for success. We consider short-term goals or interventions that will impact long-term growth. We look to provide the support needed in the moment and look to prioritize coordination of services through collaboration with staff, families, community resources and the student in an ongoing fashion.

Our counselor provides continuous feedback during the year on new enrollments and withdrawals to the necessary staff. She is proactive in helping to start the enrollment process and acclimation of new students to our building by being a liaison who is able to disseminate information as needed to best support students. She continually follows up with families and students to address any issue or concerns as they arise.

We provide tours and opportunities to meet the classroom teacher for new families and students. We also have a program for entering kindergarten students and their guardians. Parent Quest includes a parent session with a tour lead by veteran parents. New kindergarteners also get a chance to have an early August “meet the teacher” opportunity that is individually attended.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

To meet the academic and social needs of our students, we at Versailles recognize the importance of engaging students and creating a school atmosphere that encourages learning for life. School is more than just traditional content learning, it is a place for children to develop skills in all areas including social and emotional. We challenge our students to work hard but also recognize the fine balance of hard work and exposure to outside activities and areas for personal enjoyment and leisure.

To engage our children academically, we first address the needs of children socially and emotionally. For our grade K-2 students, that means three recesses a day with an additional before school social recess time. Students are encouraged to play and socialize with peers. Our grade three and four students have two recesses and a before school social recess time as well. Our students look forward to recess as a key part of their school day with their friends. To keep a child centered school, we want to make sure our students are able to be active and social.

Versailles Elementary School addresses the need for activities that support personal enjoyment and leisure. We know that our children love to attend art, music, gym, makerspace, and tech lab. For many students this is the most important part of their day and we want to engage those children in opportunities for learning. Additionally, each classroom has one special period per day, giving children access to the five unique specials throughout the week.

The collaborative approach to supporting students is the responsibility and pride of our staff. Our students know they are cared for and valued by the staff. For example, our Art teacher tells and shows our students that they are artists. She posts student artwork around the community in businesses and community spaces. Similarly, our music teacher showcases the singing talent of all of our students. She encourages students to engage in Tiger Tunes and helps them feel pride as they sing for Veterans Night Dinner and at home basketball games. She also showcases their musical abilities in talent show nights and performances in the community.

Our teachers engage and hold students accountable for their learning in the classroom. Increasing classroom engagement has been a priority for our entire district for the past five years. We engage students with strategies that promote interaction and ownership of learning. Teachers share the responsibility of learning with the students. Students are often able to determine their own learning goals and reflect on their progress using data specific to their performance. Reflection is a common practice.

Versailles is a small, proud community. Our teachers and staff are in attendance at school sponsored sporting, academic, and performing arts events. Our staff understands the importance of developing relationships that help support the internal motivation, to bring out the best in each student. We engage students with individual learning plans, personal goal setting, and daily opportunities for building rapport.

2. Engaging Families and Community:

We believe that all stakeholders have a role and an impact in our school. We are comfortable and confident in asking business, families, staff, and students to provide input and dialogue in persevering through resilience and supporting our school. During the uncertainty of the pandemic, our community continually showed support for the schools and provided assistance to help maintain a positive learning environment at Versailles Elementary School. Our stakeholders value the consistency of what we do and support our school to continue to be successful. Our traditions in Versailles Elementary School in collaboration and involvement with our community are important to our students and stakeholders.

Many of our traditions are events with stakeholders that are impactful on the learning occurring in schools. First grade visits multiple businesses in town. Family support for school conference night is above 95%. Parent Teacher Organization (PTO) supports events for families, field trips for students in all grades, student

created spirit wear, and performing arts night. Our community is continually supporting our students as well as showing their appreciation for the dedication of our staff. Within our town, the Council of Churches provides support to families in the form of distribution of food, clothing and coats, Christmas gifts, and assistance with electric bills in the colder months. We continually have individuals, local businesses, and churches contacting the school inquiring as to how they can be a resource for our students and families. We are blessed to have a multi-faceted external level of community support.

3. Creating Professional Culture:

To achieve the best for students, Versailles Elementary has strived to create a professional learning culture that is driven by the teaching and leadership staff. There are three main areas in which Versailles has revised its approach: teachers as leaders, professional development that encourages learning, and support to guide individual staff growth with an impact on student learning. All three are part of our collaborative practices that support students and learning. Additionally, our administration understands its leadership role in supporting a structure that promotes common planning time and professional development that allows opportunity for the staff to collaborate and reflect.

Over the past few years the district has created Professional Learning Leaders (PLL) as representatives of our staff who are responsible for setting the stage for professional learning in the district and building by planning all professional development (PD) time. Prior to the development of the PLL, the district relied on suggestions from different stakeholders as to PD time. The PLL are responsible for development of PD days but also for reflecting on feedback post PD days from the staff and reflection on future planning. A change that the PLL has shifted is from district-wide PD to planning for building and grade level specific needs. Our teachers continue to differentiate to meet the needs of their students, and we believe our PD should be differentiated to meet the needs of our staff.

Driving our district and building level goal development and implementation is our Teacher Leaders (TL). Our entire staff went through training in cognitive coaching five years ago as a foundational setting for staff to set the stage for teacher led meetings. The cognitive coaching helped determine expectations for meetings, interactions, and engagement of staff. The TL have utilized the cognitive coaching approach as a means for accountability in meetings and interactions. The TL run their grade level meetings and share back information to the administration and PLLs. The TLs also work together with the PLLs and principal at monthly building level meetings to further determine the next action steps for meeting the goals of the building.

Using the Ohio Teacher Evaluation System (OTES), teachers in our building are encouraged to find areas for growth that culminate into individual Professional Growth Plans (PGP). Discussions with our administrator on evaluations, formal and walkthroughs, guide the evaluation process. Our teachers understand that the areas for improvement are specific to their needs and that individual goals are to be designed with student learning in mind. We have additional resources in our district to help support individual teachers, small groups, and grade levels to make progress. In 2019, the district hired a gifted instructional coach who regularly meets with staff to work on individual lesson planning ,professional development, and growth. In 2021, the district hired a literacy coach who also offers professional development and contributes to our professional learning culture. Our coaches not only work with teachers but also administrators to look at building structure and goals that can best support our students and staff.

Overall professional development and learning in our district is scheduled with guidance from staff with a focus on making sure our staff learning is continuous, sustainable, and of quality. Our entire staff works with students' best interest in mind, are respected professionals and support each other to create a community in our school.

4. School Leadership:

Five years ago, our district looked to change the course of leadership style and communication. Previously, the staff in the district were engaged in intensive professional development on cognitive coaching and adaptive schools. The goal of the district shift was to move our school to a place of collaborative groups

with meetings and interactions that were positively impactful and supported by shared leadership. To optimize collaboration for student impact, we found that having everyone on the same page for the development and sustaining of high functioning groups was necessary. As we believe our school is most effective when we all play a role in the process, this approach promotes a group collaboration process.

Our school building administrator is a key facilitator in the daily interactions, short term goals, longer term planning, and building success. She sees herself as the center of a wheel with staff acting as the spokes to impact the children who represent the outside edge of the wheel. An individual is not able to be everywhere and engage in everything, so our leader must be the intersection for accountability of growing for learning, and doing what is best for children. Our leader must be able to share the leadership and responsibility of our school so that we all know the role we play and how our interactions can positively impact student learning.

This adaptive approach has helped our administrator and staff grow grade level, content area, and small group leadership to function in collaborative groups. The use of this approach to support shared leadership has given our administrator the ability to focus on the key aspects of her job by empowering everyone to have a role in the success of our school. For example, each grade level engages in small staff grade level meetings with additional support staff. Twice a month these meetings are held at different times during the day and week. A leader exists within each group that develops and shares the agenda with the group and then reports back notes on the meeting. Although this may seem similar to many other schools, the group identity, norming, engagement, and handling of conflict is vastly different. Meetings follow a pattern of group norms that allow for grounding, progress, and completion of tasks without disruptions or concerns. The leader is supported by the administrator, who does not have to be present for the meeting, as the group is all in the meeting together with understanding of expectations for collaboration. It is a shared vision of leadership and responsibility that extends to everyone and includes the norms in a process for developing patterns of interaction that ultimately leads to building for capacity.

Our building principal understands and values her role as a leader who is dedicated to hiring the best staff and structure that allows for staff to shine as the best professionals who are impacting their students. Our leadership values the professionalism of our teachers and respects them to function fully and successfully in their roles as professional educators who select materials, curriculum, and supports that will best meet the needs of our children. The staff in turn is able to respect the decision-making process of our leader who must weigh all parts of a situation to meet the needs of our students. As a building we are able to be more productive and focused on achieving goals for our students. Our administrator is able to fully engage with the community and stakeholders to promote the success of our students and staff.

5. Culturally Responsive Teaching and Learning:

Social Emotional Learning (SEL) as defined by the Collaborative for Academic Social and Emotional Learning (CASEL), is understanding the need to build a community in our schools for the students and the staff. For Versailles Elementary School, it is the building of a community within the walls of our physical building that mirrors and reflects our Versailles city community. Our staff focuses on getting to know our students as individuals by valuing their unique gifts and their life experiences. We see education as a calling that supports children. Our school is a community of staff members dedicated to serving our students, who focus on their gifts to best support our students.

As education has evolved, so have the needs of our students and staff. For many years educators have had to wear many hats that have taken away from the traditional role of their job. In our building, it was the over taxing of our school counselor to conduct building level academic assessments. To address this issue our school and district worked to consider how to best position our school counselor to focus on student emotional and social needs. A new role was created that focused solely on testing, a district testing coordinator. This has allowed our counselor to focus on the priorities of her job and give her time and attention to the social and emotional needs of our students. We recognize role appreciation and understanding that our school counselor is the glue and point of contact for collaboration between our staff, families and the sharing of resources that support our community growth and student success.

The development of a new position has helped us respect the role of individuals in our building including

the role of testing coordinator and school counselor experts in their roles. Our school counselor is a major contributor to student success; and, having the time for collaboration has helped support students who may be struggling in our school. Growth and understanding of roles and how to best support others is emphasized.. Similarly, our instructional coaches are here to support staff and that means not being in a place to judge or evaluate but to support.

For our staff, we also consider the needs of SEL for developing the capacity and addressing the different competencies needed to be exceptional professionals. That includes the creation of a professional culture that allows for each individual to meet their best professional performance with supports provided to grow. We as a school celebrate the professional success we as a district have achieved. The weekly communication the administrator highlights the upcoming events in our district and school as well as stating the gains, growths and achievements of our staff and students. We also take time to develop community by sharing in the celebration of life milestones of our staff through meals, snacky Fridays, plus themed carry-ins and all staff participation in birthday celebrations.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Throughout our building there are many practices that have helped us to become successful. When we consider those practices, the overarching theme is collaboration. We believe that expanding our collaborate practice allows for teams to talk and grow each and every day in their practices. Collaboration engages everyone and allows us to all bring our best to the team. We utilize it to look at data together. We use it to be accountable to ourselves and each other.

The peer collaboration has given us the opportunity to push each other in a comfortable professional way and learn from each other together. When we have students that are struggling, we have a team that we can go to for suggestions, support, and reflection. It is the backbone of our achievements and collaboration that allows us to be successful. Even this year, post-pandemic and yet experiencing major growth, collaboration gives us that piece to continue to reflect and improve. It is beyond an individual but is the whole as a team working together towards common goals. It is the celebration together of goals achieved and the planning for the next goal.

We see collaboration during plan times, before school, after school, and into the summer. Our teachers are collaborating and reflecting on their learning. It is the conversations that occur during the drive to PD, conferences, in the hallways before and after school, and at school evening events. Collaboration is the answer to our “why” something may or may not work. It is the utilization of the team approach to success.